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ABSTRACT

The experimental branch library described in this report was located in the multicultural, economically depressed downtown area of Richmond, California. The library's three and a half years of operation are described including: (1) the criteria for the selection of material, (2) programs aimed at attracting teen-agers and younger children to the library, (3) special services to Black people and the Spanish speaking and (4) unorthodox methods of providing services geared toward their special clientele. Following the report is a bibliography of the Service Center Branch collection. (NH)

ED 060897

# WELCOME FIRST--BOOKS LATER

The Service Center Branch, Richmond Public Library
December 1967-June 1971

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LI 003 565

Karen Emmons
Project Librarian
June 1970-June 1971

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Symbol by Ben Hazard
Richmond, California

The Service Center Branch of the Richmond Public Library began as "an experiment in providing library service to those previously unserved"* and, over a period of three-and-one-half years, came to be relied upon by the community that its activities reached. The thought and effort that went into and came out of this accomplishment are the subject of this report.

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*Lucy Wilson, former Project Librarian.

In 1967, concern for failing branch service (4th Street Branch) in the economically depressed downtown area of Richmond prompted library investigation into, and eventual participation in, the State Service Center program. The Service Center (now a part of the Department of Human Resources Development) is an aggregate of small units of various larger agencies working in cooperation. Activity takes place in one building, located in the area to be served. Clients are spared the need to visit several different (and usually far-flung) locations to secure assistance, thereby making it easier for them to take advantage of services that they might not otherwise have sought.

At about the same time, a similar operating notion, i.e., the "community information center," was being discussed in library circles. Standard library practice was not successful (in terms of getting people to use the library) in disadvantaged areas and it was suggested that service should evolve along the lines of the (as yet, ill-defined) community information center. The Service Center Branch project gave every indication of experimental potential, both in developing more appropriate library service and in pinning down the essentials of "community information center."

From the beginning, the Service Center Branch had a ready-made adult patron group composed of Service Center clients and staff members. Nevertheless, the library could

not have continued to attract patrons, even under such favorable circumstances, without demonstrating that it could in fact meet some real need. Staff members were consulted as to the kinds of materials that might be of use to client/patrons. A number of subject areas were mentioned, including:

Grooming
Job descriptions
How to take tests
Remedial math and reading
Information on the emotionally disturbed
Negro history and culture
Mexican-American history and culture
Religion
Consumer information
Scholarship information
College catalogs
Do-it-yourself home improvement
Childcare and health
Spanish language materials and how to speak English

There was also an interest in tapes, such as the speeches of Malcolm X and Martin Luther King. Records mentioned were those of Aretha Franklin, the Temptations, etc., as well as dictation records and language records. Again, on language records it was not how to speak foreign languages that was wanted, but how to speak English. Magazine and newspaper titles suggested were Ebony, Freedomways, Today's Health, Parents, Sunset, Life (in English and Spanish) and News for You.*

Several considerations in addition to subject area went into the selection of materials. Available space was a definite factor. It was assumed that because patrons would not be accustomed to standard library procedure--borrowing and returning--many of the materials would be kept: a case for multiple paperback copies. Furthermore, many patrons (adults especially) would not be in the habit of

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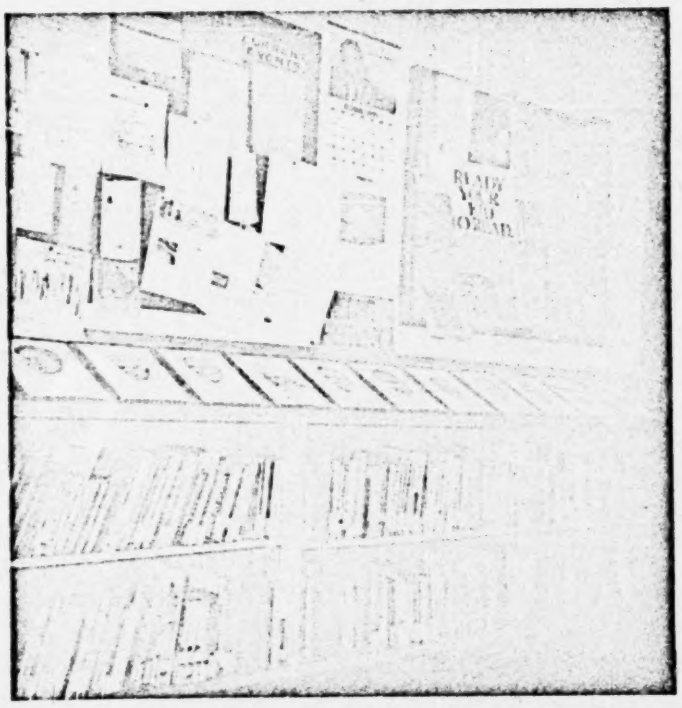
*Memo to John Forsman from Rose Towns, dated November 2, 1967.

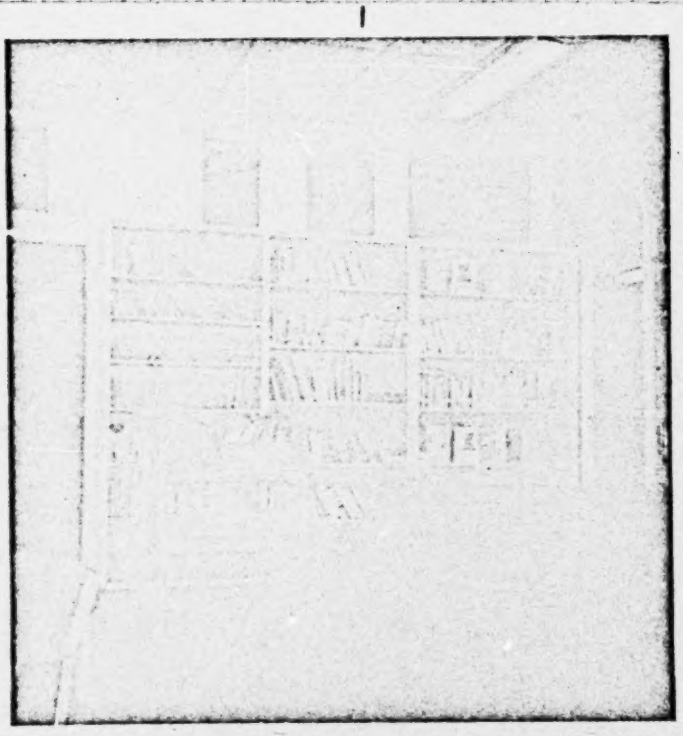
reading perhaps because their skills were not sufficiently developed and/or they had not found books, etc., that were felt to be worth the time to read. Appealing, but easy-to-read books had to be acquired. A reference collection was selected for the branch, based on need, under the assumption that few patrons would present sophisticated reference questions.

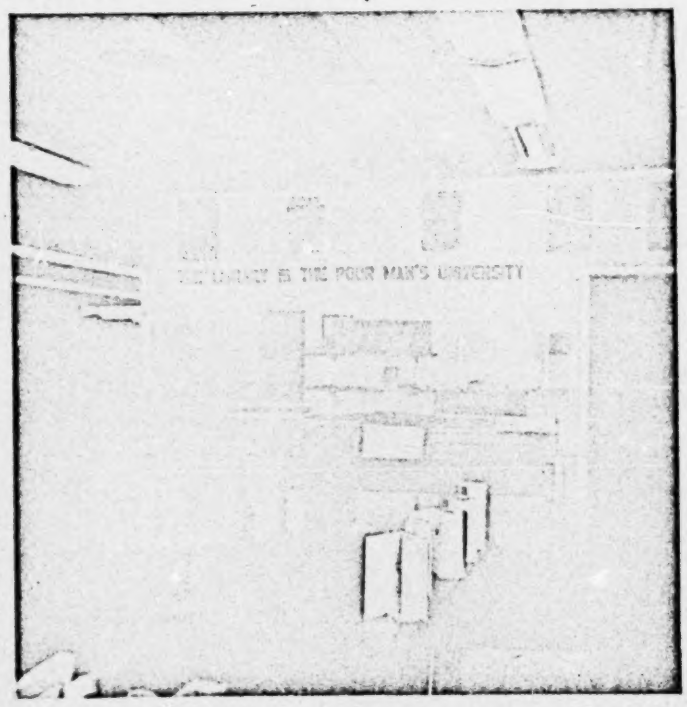
The problem of getting people to come to the library was partially solved by favorable location--anyone who opened the front door of the Center and stepped in was automatically in the library in spite of any reservations he or she might have about going into a library. Most people had to spend time in the lobby/library anyway while waiting for their appointments. Sitting in any lobby that seems cold and unfriendly can be a depressing experience--more so if the client is confused and nervous about being there in the first place. The library hoped to take advantage of the "captive" situation and the problem became one of how to attract the potential patron once he was inside the door.

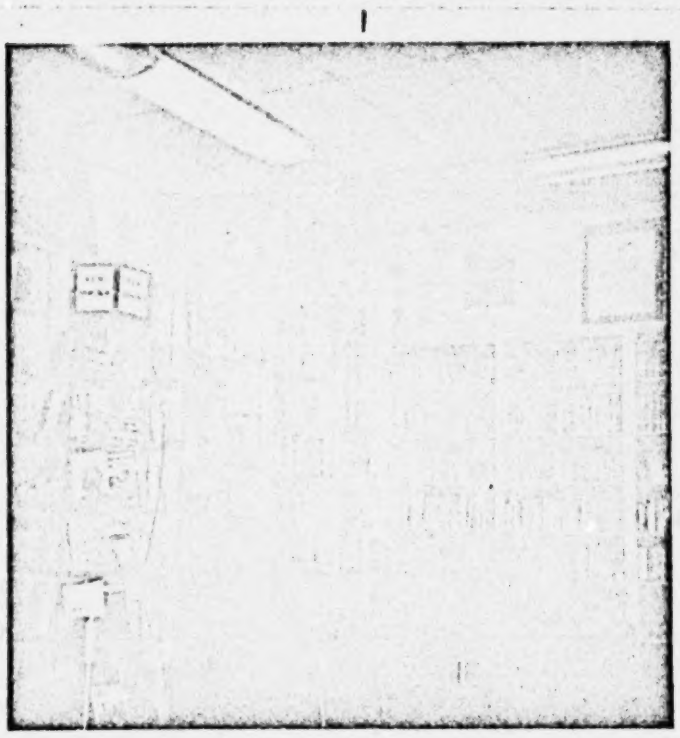
At this point, the physical arrangement of the library became highly significant. Ease and convenience for the patron were paramount. Comfortable couches and writing tables were arranged around the area in an informal, inviting way. Smoking was allowed and ashtrays provided. Posters of Malcolm X, Martin Luther King, and Emilio Zapata decorated

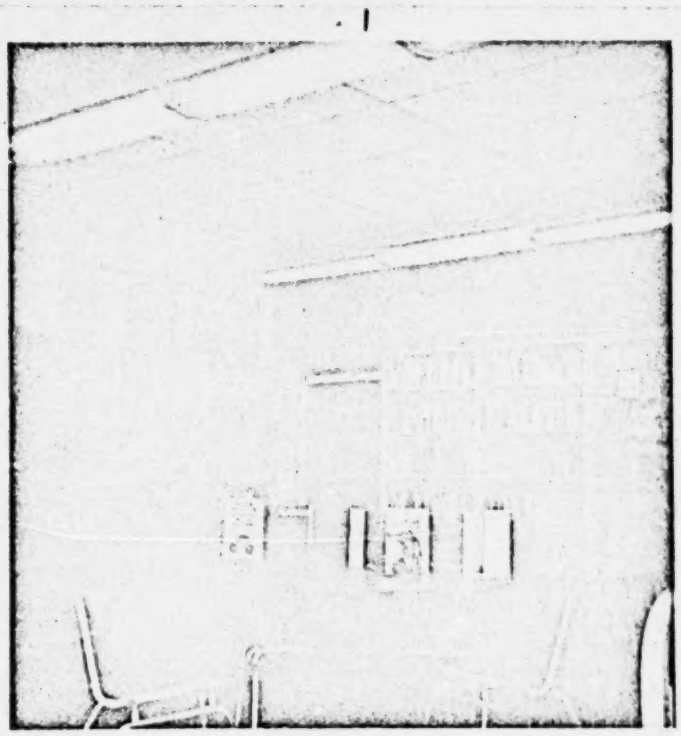
the walls along with colorful, easily-read signs saying, "This is a library--fool free." Books, records, magazines, etc., were specially arranged for easier browsing and to attract patrons' eye. Reading matter was placed within easy reach of every chair.

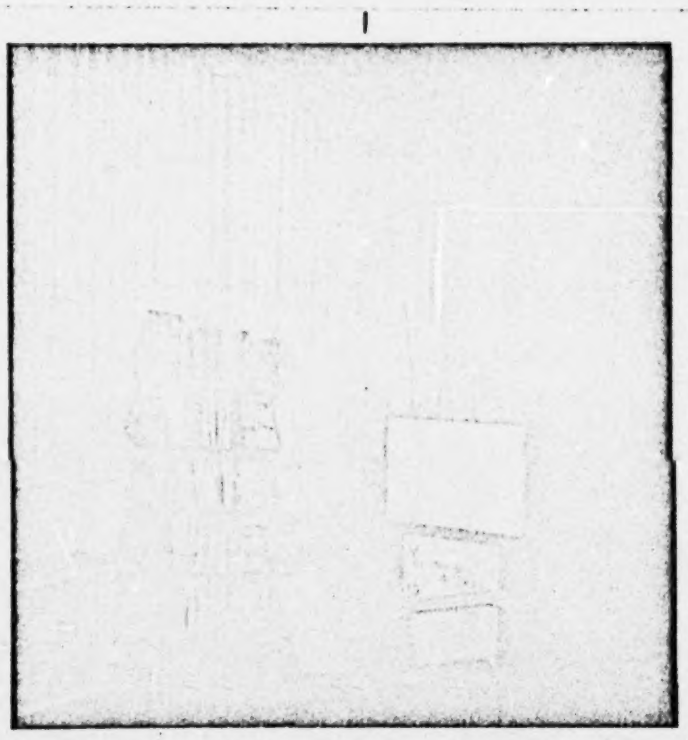












The comfortable, informal look of the library was an expression of the more fundamental attitude of library staff that everyone was welcome--that the library was a place for people to come and . . .

This attitude was expressed in a number of other ways. The experimental nature of the library gave it a flexibility not found in most branch libraries. For example, valuable shelf space* was not taken up by books that no one used. Instead, these were removed and more useful and attractive books substituted. Materials were grouped on the shelves and in bins by interest sections; books were arranged within sections by Dewey number. No fines were charged for overdue materials. Personalized reference service was provided and duplicate copies of reference books were circulated.

Most important, the library did not place major emphasis on books as learning tools or information sources. Instead, an attempt was made to communicate information more directly by refining actual materials to suit patrons' ability to use them. Audio-visual and other direct approaches were also used.

The Service Center Branch attracted patrons right off the street and from the surrounding neighborhoods. Passers-by could see into the library when the curtains across the

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*The branch actually was very small, as the following dimensions show:

| | |
|---|---|
| Reading room size: | 52¼ x 30' |
| Librarian's office: | 9' x 9' |
| Conference room: | 24' x 24' |

Shelving space:

| | | |
|---|---|---|
| Adult books: | 239' | |
| Children's books: | 36' | |
| Work space & misc: | 52½' | Total shelving: 327½ feet |

large front windows were opened. An assortment of books were displayed on the window ledge which remained visible to the outside when the curtains were closed.

"Welcome first--books later" was the approach that regularly brought teenagers into the library. This group has been conspicuously absent in libraries, especially those in disadvantaged areas. Reading for school is "off the wall, man," and students who might like to read tend to be looked down upon by their peers. However, with input and cooperation from the young people themselves, the library sponsored activities along the lines of their interests: film showings, a drama group, a youth group, trips to the circus and baseball games, speakers, exhibits, art projects, etc. The idea behind this approach was not to get the kids to read necessarily, but rather to make them feel that the library was their place, a place in which they could feel comfortable about picking up a book if they felt like doing so and reading it. Once this stage was reached, the attractive constituents of the collection seemed to

take over, selling themselves to the newly interested.

In the early months, the Service Center established a Kiddie Korral for younger children: a room just off the lobby full of toys and games where children could entertain themselves while parents kept appointments or used the library.* A collection of books for children was begun.

* * *

Today, three-and-one-half years later, a great deal has been learned about the operation of the Service Center Branch.

Experience has shown that the planning stage is crucial to the life of a new library in a disadvantaged area. In the case of the Service Center Branch, the state and municipal agencies agreed among themselves to establish a library in the Center. Clients and members of the surrounding

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*Mothers often had to bring their children with them wherever they went. The Kiddie Korral filled a real need in the Center, but was phased out by increasing demands for space.

neighborhoods were not consulted at this time as to whether they wanted a library in their community and, if so, what kind of library, what hours, location, etc. Experimental libraries have suffered hostile reaction and failed outright* because they intruded, perhaps widely announced but unsought, into communities which were not receptive.

The Service Center Branch may have been saved at that point by the client-centered approach and the image of the Service Center itself during the first six months of its operation. News travels fastest and best in the community by word of mouth and the word was that clients' needs were in fact being met. The branch, located in the waiting area/ lobby of the Center, could not help but benefit and make every effort to contribute to the overall image.

Under less favorable circumstances, the community should be receptive to the presence of a library before and after it is established. Specifically, community members should have a significant part in planning and implementing acceptable library service and in monitoring its operation thereafter. From the beginning, this approach would align a group of neighborhood people who would work for the success and continued existence of the library because they were part of it. In this instance, the librarian chosen would

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*High John, for example. See Moon in Library Journal 93: 147-55, January 15, 1968, and Croneberger and Welbourne in Library Journal 95:1705-8, May 1, 1970.

be a representative of--and therefore responsible in some degree to--the community served.

Unlike other groups, residents of depressed areas tend to be unconvinced that a library is <u>inherently</u> an asset to the neighborhood, a view that may have been reinforced by negative experiences. For these people, agencies or organizations succeed or fail based on their ability to respond to real community needs.

From the planning stage on, a library <u>can</u> respond effectively by discovering user needs through interaction with the neighborhood and subsequently adjusting to meet those needs, thereby becoming a genuine asset to those served. It might not be too radical to suggest that the absence of a community library altogether is preferrable to the presence of one that cannot be used by its patrons.

Some of the most enthusiastic library users and supporters were members of the Service Center staff, which is composed of black, white and Spanish-speaking supervisory and special personnel along with predominantly black staff workers and para-professionals. The latter

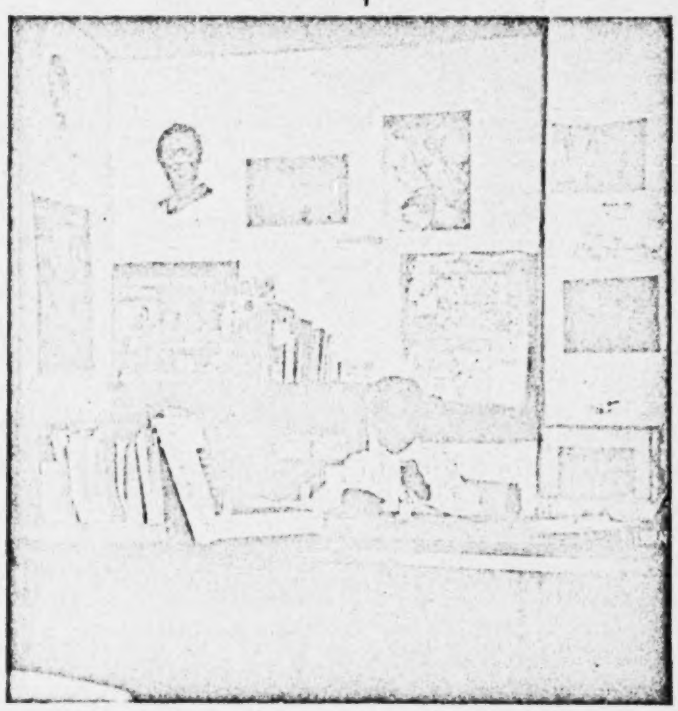
group preferred job up-grading materials, paperbacks and black studies (often for reports at Contra Costa College) while the former group had more sophisticated and varied tastes.

A library card was not required of staff members in order to borrow materials and extended loan periods were often arranged. The tutors especially seemed to be able to find appropriate material in the library's collection. Items that were not available at the branch were requested from the Main Library. Staff people often took books or records home for their children. For the most part, staff members described the library as one of the best features of the Center and commented on the friendly, inviting atmosphere it gave the waiting area.

At the same time, staff abuse of preferred borrowing status was significant. Books, magazines, and newspapers were removed with no notification whatever. Three-week loan periods doubled, tripled and worse without previous arrangement. It seemed that several habitual offenders were willfully neglecting to return books, as requests to have books returned had no effect. At one time, one staff member had twenty-two books checked out to him, all overdue.

While waiting, black, white, and Spanish-speaking clients of the Service Center usually sat in the library and casually read magazines, newspapers and paperbacks that caught their eye. Many clients asked staff personnel if books could be

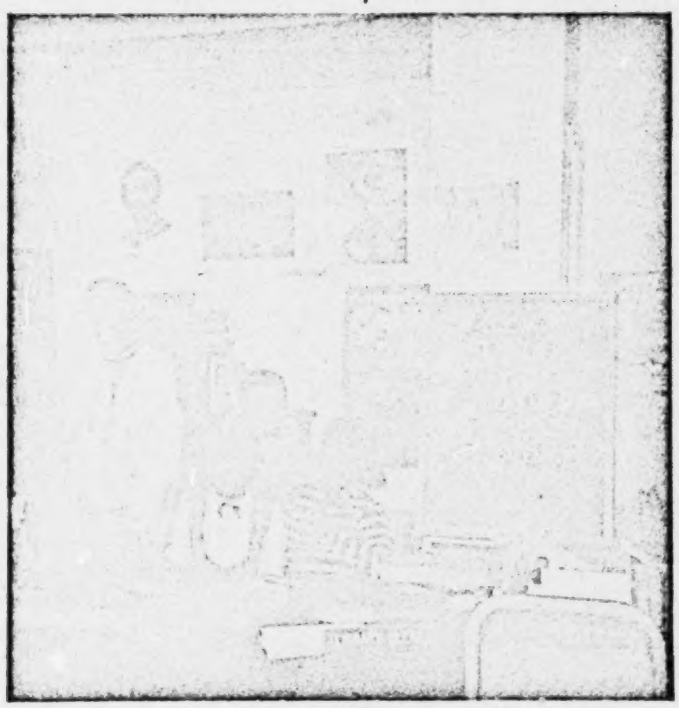
borrowed and subsequently were escorted to the check-out desk to fill out the application for a card. The most popular items among clients were Civil Service test preparation books and basic education materials.



Patrons of the Service Center Branch were not limited to staff and clients. Teachers used the collection in preparing their lessons.

Children frequented the library, relentlessly checking out easy reading and picture books of all kinds (as long as the words were not too hard) or playing in the Kiddie Korral. Of the 2,224 patrons registered at the library, 509 (ot 25%) were juvenile (seventh grade or lower in school).

Older children and teenagers came in to relax, get help with homework or see a movie. It has been suggested that the lack of recreational activities in the area would have made any such youth program a success--if sheer number is the only criterion. Several factors indicate that the Service Center experience may well have had a much deeper effect on those who participated. Work at the branch helped persuade one very capable black Work-Study student to go to library school. A former Neighborhood Youth Corps worker is attending college. Many younger patrons have stopped at the library every now and then just to exchange news--perhaps they could now do their homework without help or they had moved away and were back in the area for the day. Something drew them back.

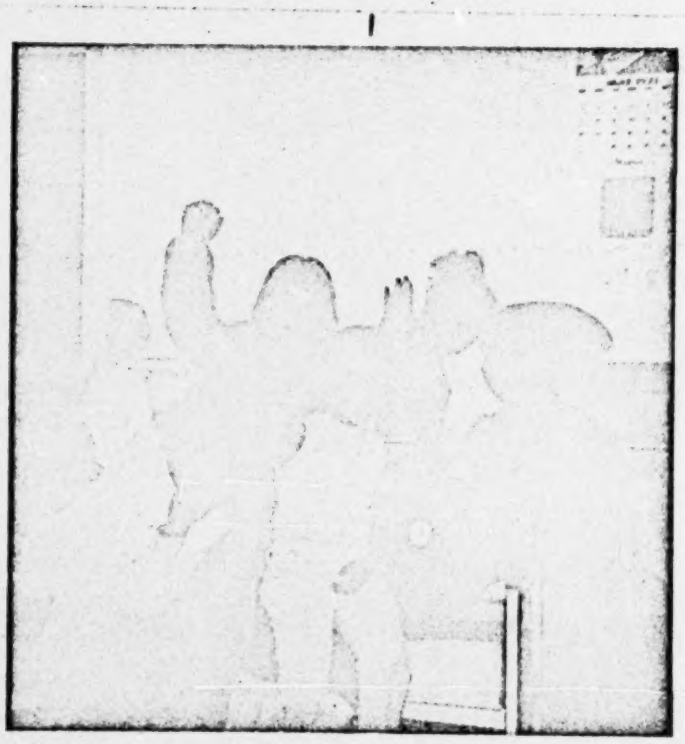


Plotting the addresses of a random selection of patrons on the map of Richmond showed that a large percentage of patrons came from the southern end of the Iron Triangle neighborhood. The results also showed that a number of patrons came much greater distances: Pinole, El Sobrante,

Martinez, Berkeley, Oakland, San Rafael, and even San Francisco. These patrons tended to be white and to have some means of transportation (a car, bus fare, or other).

Again, many adults passing by the building saw the activity through the window and came in to investigate. Others were directed to the branch through the Main Library (in most cases, to fill a request) or heard about it through their children (who can be very effective promoters and defenders of the library).

Spanish-speaking patrons were as varied as their English-speaking counterparts. Preferences ranged from weekly women's magazines to translations of literary classics. Books on learning English and on achieving citizenship were well-used. A good selection of children's books in Spanish was developed. By far the most circulated items were paperback novels, combining mystery, romance, and tragedy. On occasion, copies of such paperbacks that had been purchased and already read by patrons were included among the books they returned to the library.



As stated previously, expressed needs and patron preferences made careful book evaluation imperative. If a book failed to circulate, even after more prominent display (which had an influence on circulation), or, was out of date or failed to deal in some way with an issue or topic of interest to the patron group, chances were good that the book was removed or rejected. However, the possibility that it might be the best or the only available material on the subject was enough to keep the book on the shelves until such time as something better was discovered.

Considering the fact that the library was a small, experimental branch in an economically depressed neighborhood, the depth of the collection was remarkable. The assumptions made in the beginning regarding pertinent subject areas have been substantiated. Books selected in these areas have circulated very well. In some instances, feedback as to how helpful materials actually were has been obtained from users. This is especially the case with Civil Service test preparation books and basic education materials.

Users and tutors report that Civil Service books are most useful in preparing the test-taker for the kinds of questions that he will encounter and in pointing up knowledge gaps that could undermine his effort if not recognized and eliminated.

Basic education materials are somewhat different. Naturally, the tutors prefer to use certain materials, having

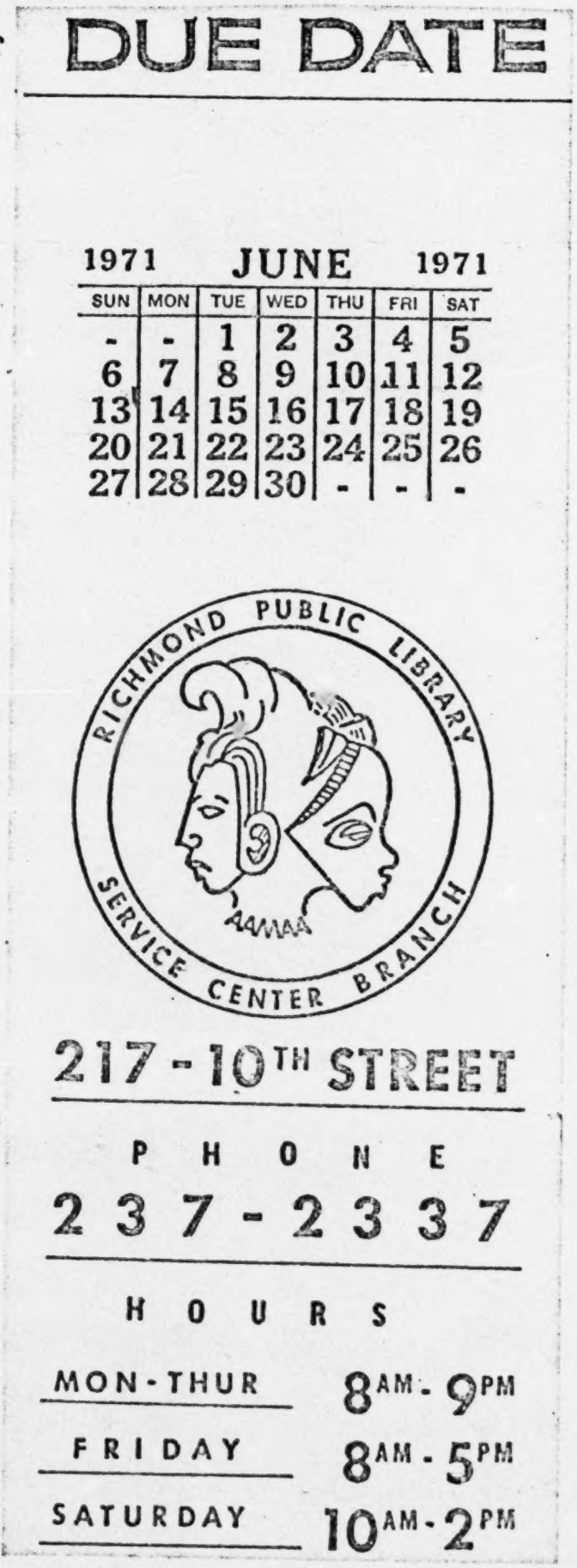
had success with them, and maintain that other similar items are not as acceptable. Nevertheless, clients have surprised their tutors on occasion by responding more positively to these so-called "lesser quality" materials.

In addition, tutors have discovered that much of the General Educational Development (G.E.D.) or high school equivalency test preparation books is too difficult and confusing for most beginning clients, even with tutoring. Therefore, the most appropriate sections of the more basic Gruber, Preliminary Practice for the High School Equivalency Diploma Test are xeroxed out of the book and given to the client, eliminating the need to carry the entire book and the possible confusion resulting from attempts to get through difficult portions.

The ordering and processing of branch materials through the Main Library has been cause for concern because the operations take such a long time. Unfortunately, Civil Service exams are not postponed if the library is out of Arco books. Consequently, such books, as well as paperbacks and phonorecords, have been purchased locally and taken immediately to the branch for minimal processing and almost immediate shelving. A list of materials was then sent to the Main Library. For branch purposes, this system was very satisfactory. For the Main Library, however, it was difficult to know exactly what the branch owned (a situation with which the Service Center lived every day).

The findings presented in this report are based on more than mere speculation, as results of library activities so seldom are. The hard data are available in useable form as a consequence of the kind of circulation system in use at the branch. A brief description is in order.

Processed library materials each contain a book card on which the author, title, classification number, copy number, etc., appear in standard form. At the Service Center Branch a book, for instance, was checked out by hand, that is, the patron's name or Service Center number (given for convenience at the time of registration) and the due date were written on the book card and the card deposited in alphabetical order behind the appropriate date card (consecutive) in the current circulation file. A date due slip replaced the book card in the pocket. When


DUE DATE
1971 JUNE 1971
SUN MON TUE WED THU FRI SAT
- - 1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 - - -
RICHMOND PUBLIC LIBRARY
SERVICE CENTER BRANCH
217 - 10TH STREET
PHONE
237-2337
HOURS
MON-THUR 8AM - 9PM
FRIDAY 8AM - 5PM
SATURDAY 10AM - 2PM

the book was returned (not more than one week overdue), the date due was noted (slip removed), found in the current circulation file, the book card retrieved and returned to the pocket, leaving the book ready to be shelved.

An overdue book (of which there were many at the branch) required a different procedure. Every week, any book cards that remained behind date cards for due dates which occurred during the previous week were removed from the current circulation file. Overdue notices were typed for the patrons whose names appeared on the book cards and the cards were then filed alphabetically by author in an adjoining overdue file. In this way, the book card for an overdue book could be found fairly easily and the book quickly returned to the shelves. Book cards in the overdue file showing a last due date over six months old were periodically weeded and transferred to an alphabetical permanently-overdue file. A charge card was made out at this time and attached to the patron's application. Again, should the book be returned (and books were returned, even after a year) the appropriate card could be found.*

Obviously, as a book circulated the book card became a record of the type of book, who borrowed it and the number of times it was borrowed. Book cards representing almost

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*This system was developed during the last year of operation after previous methods created five or six mini-overdue files in five or six locations and resulted in growing numbers of duplicate cards and card-less materials.

every item present in the branch at one time or another have been collected and reviewed, forming the basis for the results mentioned. It is regretable that access to a computer was not available to this writer in order that a more detailed and accurate analysis might have been made of the various kinds of patrons and their particular preferences, as well as of the relative value (in terms of use) of the constituents of the collection. Further notes, including sample comparisons, appear in the bibliography that accompanies this report.

Conversations with patrons have brought a previously hidden phenomenon to light. From all indications, many patrons who checked out materials allowed their families, relatives, and friends to use them. The extent to which this disclosure makes reported circulation figures conservative can only be guessed. Perhaps one reason for the large number of materials overdue and "permanently overdue" is the fact that the original borrower may have lost track of which relative or friend has possession when the due date arrives.

For this reason, permanently overdue* materials were highly significant items. It is suggested that they were the most useful or popular items in the collection. Many such materials were available in multiple copies, each with sizeable circulations. The attached bibliography indicates

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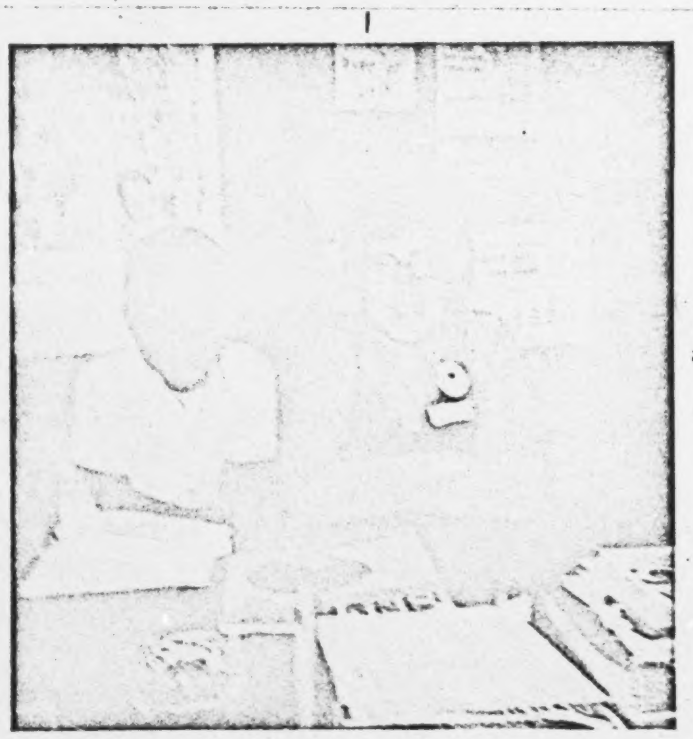
*"Lost" implies no idea of where an item might be, whereas "permanently overdue" indicates not only "no longer present in the collection" but also "possibly circulating in the community."

which titles fall into this category.

The Service Center Branch has been operated with a large staff and a small staff. It is safe to state that the scope of library activity varied in direct proportion to the size of the staff. The exact nature of the proportion at any given time depended upon the quality of personnel. A review of the many library activities during the first two years of operation (larger staff) as compared with the reduced activity during the last year (small staff) tends to substantiate this claim.

In making a community branch library work successfully, two phases of professional activity have been distinguished.* The first phase is more or less in-house, including the maintenance of (a) an appropriate collection (material selection and purchase), and (b) an attractice physical setting (display, posters, arrangement, copy machine repair, furniture cleaning, etc.), the monitoring of systems (circulation, overdue, requests, statistics, security, etc.), the direct supervision of staff and the provision of reference service.



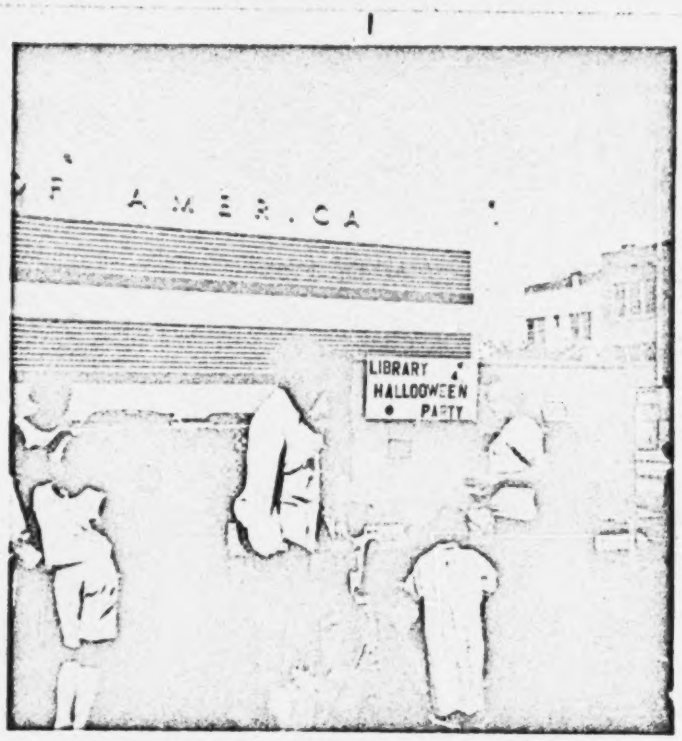
*Lucy Wilson made this distinction in 1969. It remains valid.

The second phase of activity involves contact with the community: discovering community interests by visiting meetings of community organizations and perhaps the homes of delinquent patrons (the best way to get the books back), planning and publicizing special library activities based on those interests and acting as liaison between the branch (representing the community) and the Main Library. The person responsible for phase II must be able to move and communicate effectively in the community setting. (The phase I person should have similar capabilities.)

In the Service Center Branch, these functions have been performed by the project librarian when, in fact, proper performance of phase I and II activities constitutes two full-time professional positions. Phase I assures library readiness to give the best possible service while phase II encourages neighbors to use the available services. These activities are intimately interdependent. If library service is promised, it should be delivered; if it is not certain that a service can be performed, it should not be promised---on penalty of credibility loss and hostile reaction.

For all of its three-and-one-half year history, the branch staff has included members of the community. Having neighborhood people, such as N.Y.C. or Spanish-speaking workers help in the library has a favorable impact on patron/residents by bringing out local talent and at the same time

adding the ice-breaking ingredient of familiarity to the already relaxed atmosphere of the branch. These advantages usually outweigh any lack of skills revealed and the more concentrated effort that may be needed to teach them. The Service Center Branch has been extremely fortunate in attracting outstanding community people. (Nevertheless, some workers were not satisfactory, in spite of all the training time that was expended.)




A rigid professionalist attitude on the part of the librarian will not be found in a successful community branch. A "that's not my job" approach is counter-productive. Friendliness and service to the patron are most important, even if that means typing overdue notices, stopping to talk to neighbors on the street after working hours, xeroxing copies for people who could probably do it themselves but asked for help anyway, getting dirty, making pleasant conversation with elderly gentlemen waiting to receive Christmas baskets, taking extra time to help someone with homework or

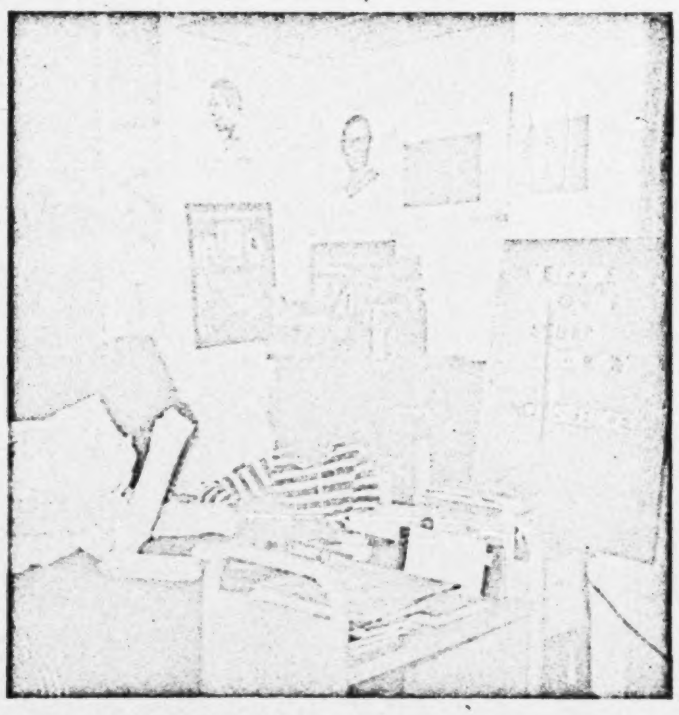
make certain that a patron understands how to use a dictionary, hearing swear words, having to write a monthly report at home because the afternoon was spent in wide-ranging conversations with a group of pre-teens--and the list goes on.

These are the ways the librarian meets with and comes to know patrons in the community--a desired relationship which puts the librarian in a position to hear <u>real</u> needs as they are expressed in the course of interaction. This is a roundabout, but subtly effective and legitimate approach to identifying needs as well as testing previous actions. It will not succeed, however, unless concern is genuine. If a librarian does not feel able to function positively in this type of situation that librarian should not remain in it.

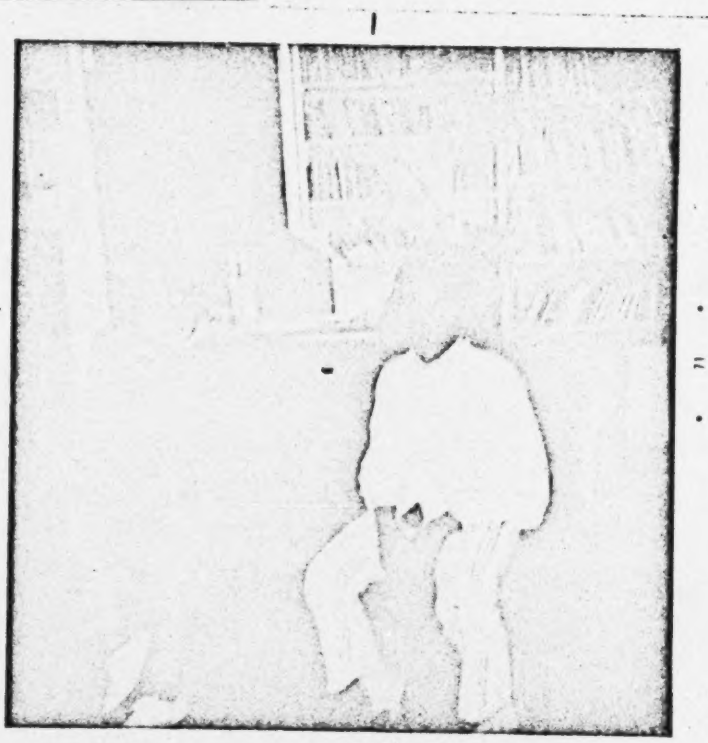
It would seem that skill in library science should appear to patrons in the guise of convenience and prompt delivery of the desired product. Patrons need not see a diploma to discover who can do the job. Nevertheless, there

is another aspect of professionalism which can be disastrous, especially when the staff is small: failure to train workers to answer basic reference questions and to explain to them the rationale behind library systems, procedures, and changes. Very simply, training and explanation are good supervisory techniques, designed to build skill and confidence in the workers and thereby assure that patrons receive a level of service when the librarian is not available.

Meeting and dealing with the public is somewhat misleading because the "public" usually comes in individual packages, complete with particular psychological paraphernalia. Nevertheless, experience has revealed a number of small, but discernible behavior patterns characteristic of the groups of individual packages who have used the Service Center Branch.



For example, young patrons like to (rubber) stamp on almost anything, sit behind the library desk, and fool around with the library telephone (especially during business conversations). They like to have parties and show off in front of a camera. They also like making things out of paper, crayons, staples, tape, etc.



Many people who needed a particular Civil Service test book came to the library only two or three days before the exam was to take place. If they were very lucky, a copy

was still in or was located and held at another library. Usually, however, they did without because they came too late.

The back of the application for a Richmond library card contains a paragraph requesting the name and address of someone who would know the prospective borrower's address in the event of a move. People seemed to put their own name and address in that space automatically.

On the other hand, some children were very subdued and shy; a number of exam-takers checked out preparation books early; and not everyone failed to read the paragraph. Similarly, all Spanish-speaking patrons are not Mexican-Americans or Chicanos, just as all Chicanos do not speak Spanish. Not all black people consider themselves "black" but rather Negro or colored or Afro-American. Not everyone knows his way around a library.

Therefore, in the community branch especially, it was dangerous to make judgments a priori about patrons: to assume that a well-dressed woman had used a catalog before or that a scruffy-looking, partially sober man needed help to read the clock on the wall (when in fact he may have read most of the books in the library, as one such black patron had done).

The first step in a potential reference situation is to speak to the patron, acknowledging his presence* and

*This can, if necessary, be done by promising the patron immediate assistance after a previous reference interaction has been completed, e.g., "I'll be right with you, just as

and indicating a friendly willingness to listen. The patron's first words are crucial in that they provide clues as to nervousness or confusion, method of communicating (halting English, "ghettoese," English mixed with Spanish, gestures, or whatever), degree of need (desperate --casual), familiarity with a library, the extent to which the request is clearly formulated in mind and the nature of the request.

An appropriate response is based on the information revealed by the statement and should be pitched on a similar level.* For example: if a gentleman's statement revealed that he is embarrassed about his halting English but had nevertheless managed to convey an immediate need for a driver's license manual, a good response might have been to smile, compliment him--in Spanish--on his attempt to speak English, repeat his request in Spanish (he knew exactly what he wanted), get confirmation (a nod or a ¡Si!), explain in Spanish how to acquire the item and personally assist if appropriate.

In a more complicated example: if a lady asked for "somethin' 'bout kids" (shaking her head), she probably was somewhat uneasy about asking, as shown by her short statement and her idea of exactly what she wanted is not clear in her mind. Her speech indicated that her method of communication was ghettoese. More information was

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soon as I take care of this lady." Thanking the patron for his patience, e.g., "Thanks for waiting. What can I do for you?" is useful in re-establishing contact.
*This is not "talking down" to patrons, but rather communicating directly with them.

needed, however.

A good first response might have been to ask her "if some kids have been giving her a bad time." She thhn added, "Girl, ah'm fo'evah knockin' 'em up-side the head fo' actin' bad an' ah jus' don' know whatta do now!" and revealed her problem. A second response might have been to sympathize with her. A shake of the head and an "I hear where you're comin' from" would have been better yet.

In continuing the interaction, a comfortable technique would be to avoid using hard words and complicated phrases. Plain, friendly talk has often been the most effective. At this point, a joint look at available materials on child rearing, along with a careful description of each, might be in order. In this way, the patron assists in rejection, by noticing the presence of words that might be too difficult for her, for example, or in selection, by identifying the short, easy-to-read pahphlet on the very subject she feels is closest to her interest and declaring the search over.

This is the kind of personalized reference service that has been provided at the Service Center Branch. Care was taken to make explanations in a manner that patrons could understand and to gear the response/product to the capabilities of the questioners. Hopefully, patrons were never subjected to knhwing disregard or to direction by pointed finger. If the branch did not have an item, an effort was

made at least to locate and if possible borrow it. Patrons seemed to have appreciated the quality of service.

The Service Center Branch was open 64 hours per week. For full-time staff, these long hours were approximately equivalent to seven-and-one-half hours work on the reference desk five days a week. Administrative tasks were often put aside and finished after-hours. However, when a branch worker was present in the library during hours other than those specifically assigned, he or she has been obliged to help patrons. Excuses such as "lunch hour" or "break time" or "it's after 5 p.m." made no difference. Physical presence meant "available to help," and rightly so.

Fairness and consistency were the best policies in dealing with younger patrons. Fairness implied reasonable rules, not having "favorites," listening to the young peoples' side of a dispute (all sides, if necessary) and asking all parties to leave in the event that each blamed the other. Consistency involved regular enforcement of rules, e.g., the library telephone was never to be used by patrons, and uniformity of opinion among staff, e.g., if a library worker threw a kid out, that kid stayed out--neither the librarian nor any other person would undermine that worker's authority by readmitting the offender (until later, when behavior had improved and the worker concurred).

Rowdy children and young people were handled in a number of different ways. Film showings were supervised by older teenagers who escorted fighters and disrupters out. On an everyday basis, children who got into arguments and fights were sent outside for periods of time to cool off. If such behavior persisted, the librarian spoke with the parents who, in most cases, either gave permission for various types of disciplinary action (including physical) to be administered if necessary at the library or preferred to handle it themselves, requesting notification that their children had been sent home for reasons of behavior. Involving the parents has been an effective deterrant and potentially explosive calls for police have been unnecessary.

Security of valuable library property and personal belongings was of some concern. Popular records left in the jackets and purses or coats left in or near the circulation desk invariably disappeared. Someone nearly walked out with the radio/phonograph. People in the area have very little in the way of money or possessions and might take almost anything if given the opportunity.

Consequently, the phonograph was moved into the librarian's office, as were selected popular phonorecords. Record jackets were left in the bin on the floor for patron selection and speakers were set up high on the walls in order that music might continue to be heard in the library. Personal

valuables were kept in a drawer of the office desk. The office was kept locked when no one was working inside. While people were welcome to come in to the office when a library worker was there, they were politely escorted outside and the door was locked if the worker had to go out. Staff members who were careless in this regard usually suffered the consequences. Stolen articles were almost impossible to recover.

Nevertheless, in keeping with the attitude that all patrons were deserving of respect, visible security was kept to a minimum. This was a delicate matter because patrons would have avoided the library if they felt that they were not trusted, e.g., that excessive security made the atmosphere uncomfortable. Therefore, suspicious or shabby-looking patrons were trusted with library materials. Patrons who claimed to be new to the area and did not carry or even possess some proof of address (as required for a Richmond library card) were allowed to register. In some cases, such trust was a mistake but in others it was a favorable approach, lending credibility to the image of the library.

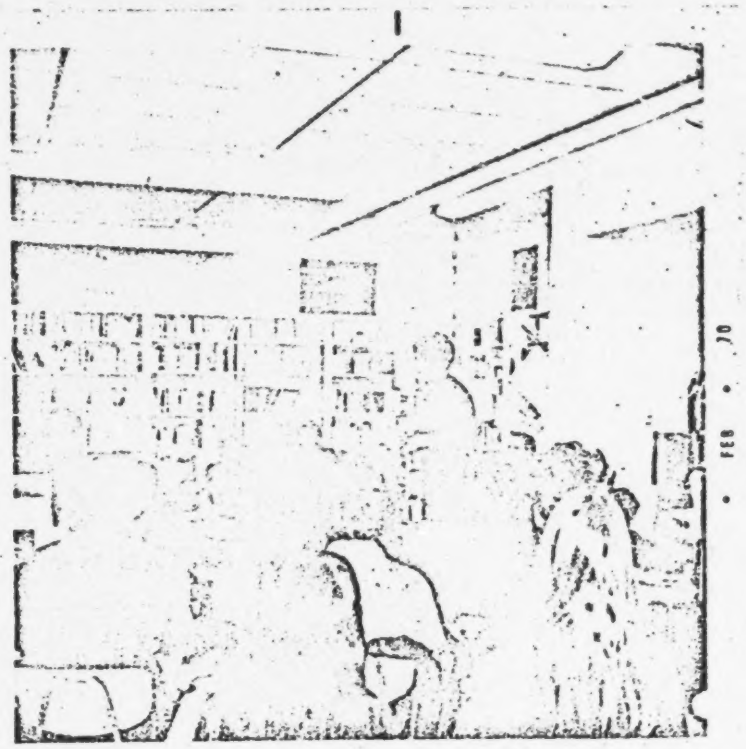
Examples of special kinds of information that was available at the Service Center and/or through the library are listed as follows:

employment
vocational rehabilitation
social services (referral)
legal aid (referral)
welfare rights

recreation
clinics--public health (referral)
Richmond schools--adult education (referral)
community services:
  credit unions
  thrift stores
  Neighborhood Youth Corps
  neighborhood centers
  services for the Spanish-speaking

Additional subject areas may be found in the list of headings from the Vertical file. Furthermore, local newspapers and announcements were scanned to keep up with activities, as patrons often inquired about organizations and events.

Alerting the community to the presence of the Service Center Branch and its activities was a matter of very subtle publicity. Articles in the major newspaper seemed to have had very little effect partly because the newspaper had a tendency to portray the library in a confused way and more importantly, because so few in the neighborhood would read the article, even if it were outstanding. Once again, word-of-mouth or "grape-vining"* has been much more effective. The best approach was to inform the "right people"--the so-called opinion leaders--and let them



*Mrs. Wilson.

pass the word about an event or a service. Furthermore, ephemeral propaganda was always available (and taken) at the check-out desk in the form of printed bookmarks, containing the library's address, telephone number and services offered along with well-known phrases such as "TCB" (take ' care business), "Can you dig it?", "Black is beautiful," or "Find R-E-S-P-E-C-T."

The Service Center Branch budget is worthy of note because it has been entirely independent of other budgets and consequently has proven more flexible. Group-type budgets along with uniform guidelines and booklists have tended to restrict the ability of branch libraries to respond creatively to the needs of the particular neighborhood served.

Nevertheless, last summer (June 1970), the all but defunct 4th Street Branch of the Richmond Public Library was taken over by a very capable library assistant who, using many of the techniques developed at the Service Center, has improved branch operation 100% over that previous year.* This branch has received Model Cities funds, although it is in noe way a project. Instead, it is an already-existing, ongoing service deserving of additional monies to deepen and/or expand its operation. L.S.C.A. funds might be made available simply to assist such libraries in their programs.

* * *

*The 4th Street Branch is located a few blocks from the Service Center and now serves much the same clientele.

In terms of experimental results, the Service Center project has been highly valuable. People who had never before considered using a library became acquainted with and utilized the services of the branch. As mentioned, techniques developed at the library have been used successfully at other Richmond Public Library branches (including the Bookmobile). Requests for bibliographies prepared by the library staff have been received from as far away as Pennsylvania--and a black researcher took copies with him to Africa. Visitors have come from other states to see the project first hand.

If "community information center" means "a place in the neighborhood where people can come or call to find out about items of interest or concern," then the library was much more than that. All public libraries should have "community information" similar to the kind previously mentioned. What made the Service Center Branch different was that it became a "community center"--very simply a friendly, active place to come. Again, the branch had an advantage by being located in

the Service Center--an operation that could provide many services on the premises instead of acting as a mere information center and having to refer clients elsewhere for actual service. This association with the Service Center points up the fact that a successful community center does not result from library effort alone. Other agencies must contribute. In another example, the 4th Street Branch, which has become a center of community activity, is associated with the Iron Triangle Neighborhood Council and its contacts.

From all indications, the Service Center Branch was unique among experimental libraries providing service to the disadvantaged, because it offered a full range of services to a wide variety of patrons and because its methods seemed to work. To the knowledge of this writer, no other library project has had the same combination.*

The branch has not remained open because the circumstances under which it was established have changed so radically that the kind of service that patrons were accustomed to receiving could not have been continued. Full service to all age groups (as required by the State Library for renewal of funds under

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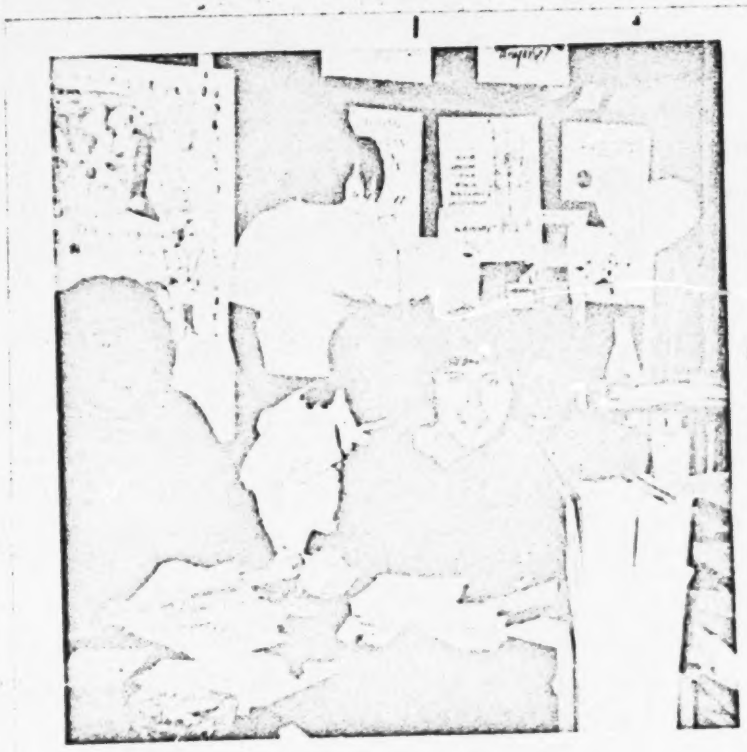
*The Latin-American Library in Oakland used similar methods but serves only Spanish-speaking and Chicano patrons; the Venice project has not served patrons with more sophisticated reading tastes to the extent that the Service Center has. Additional projects are mentioned by the National Book Committee in Neighborhood Library Centers and Services, n.d. (a study for the Office of Economic Opportunity, done in 1966), which includes a description of a library as a neighborhood or community center.

the terms of the Library Services and Construction Act) would not have been possible in a decreasing amount of library space (as appropriated--and legitimately so--by the Service Center). From a library stand-point, to attempt to continue operation under these conditions would have been counterproductive and a misuse of funds.

Nevertheless, for those once unserved, the Service Center project transformed itself from an experiment to a living part of the community, an accomplishment that now seems a cruel hoax in view of the closure of the branch--again, a decision made by outside parties. Who can say that those served, who after all are the real judges of services, did in fact agree that the branch should have been closed. A more focused kind of service might have been possible, and acceptable to the patrons, in the space remaining. Instead, it was everything or nothing. The anger, disappointment, and sadness expressed by patrons at the closing of the library indicate that they have lost something.



The Service Center Branch Collection

as compiled by

Bonnie Anker
Karen Emmons
Mary Holland
Rose Towns
and Lucy Wilson

with assistance from
other workers,
many patrons
and the Main Library.

Karen Emmons, arranger
Patricia Hatlen, typist
and technical assistant

Notes:

Arrangement - By interest section as found around the walls of the Service Center Branch; within each section, alphabetical by author.

Entries: Classification number (if any), author, title and
* - one or more copies permanently overdue
new - recent additions to the collection
c - circulations, or very number of times borrowed
in some cases, additional annotations.

All items cited were present at one time or another on the shelves of the library. Needless to say, all the items were not on the shelves at the same time.

A closer analysis of the collection would have included a thorough inspection of each bookcard, noting the following patron information: approximate age, occupational situation (on patron's application), proximity to the library (address), ethnic background (associating the name with the patron), sex, possession of the material in question (library or patron), etc. These data can then be paired with the bibliographic information: classification number, author, title, form (paperback, hardbound, etc.). Using a computer, cross-comparisons might be made between the variables, showing patron preferences and use of materials in detail.

Nevertheless, careful scrutiny of the bibliography as is reveals several patterns. For example, the average circulation per copy is approximately four times. Some kinds of items were placed in each of a number of different locations and the number of times borrowed varied with accessability; different forms (paperback, hardbound, etc.) also showed variation in circulation; within sections, gaps and level of use (light-heavy) can be determined.

Once again, more detail requires malculating equipment of a kind unavailable to the arranger.

## REFERENCE

016.82 Abrash, Barbara.- Black African literature in English since 1952: works and criticism.

301. 451 American Negro reference book.

808. 8 Bartlett's familiar quotations.
circulated

Bay Area directory of health and welfare services.
8 circulations - staff

361. 025 Bay Area social planning council.
8 circulations - staff

016. 82 Black African literature in English.

R 015. 73 Books in print.

R 917. 94 California almanac.
5 circulations

R 342 79463 Charter of the city of Richmond.

R q920 Current Current biography, Vol. 1943-1970.

R 301. 451 Davis, J. F.
American Negro reference book.
circulated

R 331. 016 Document and reference text: an index to minority group employment information.
4 circulations - staff

R Encyclopedia Americana.
circulated - 31
~~Encyclopedia of American history~~.

R q331. 702 The encyclopedia of careers and vocational guidance.

R 016. 17497 Folklore of the North American Indians.

659. Garvey, M.
1902 Library displays.

R Graham
503 The basic dictionary of science.

Index to selected periodicals. [by and about Negroes]

352. The League of Women Voters of Richmond
079463 Know your town.
2 c

R McCarthy
320. The crescent dictionary of American politics.
3

R Morris
973 Encyclopedia of American history.
2 c

301. Negro handbook.
45196 11 c

Occupational outlook handbook.*
3 c

R Porter
016. The Negro in the United States.
9173

R Praeger
703 The pictured encyclopedia of art.*
3 c

Readers Digest
1967 almanac.*

R The reader's encyclopedia of American literature.
810.
3

R Romero
8301. In black America.
451

San Francisco State College, 1969-70.*

R Soule, R.
424 Dictionary of English synonyms.

791. Sprocher, D.
438 Guide to state-loan film.

R Subject guide to books in print.
015.
73

R
635.
903

Taylor, Norman (ed.)
The practical encyclopedia of gardening.
3 c

Trecker, A. R.
Handbook of community service projects.

RD
353

United States government organization manual.

R
920

Webster's biographical dictionary.

R
910.
3

Webster's geographical dictionary.

Webster's seventh new collegiate dictionary.
circulated

R
q016.
301451

West
A bibliography of doctoral research on the Negro.

R
345.
2

West's annotated California codes
Welfare and institutions code. vols. 1-2

Who's who in America.

World book encyclopedia.
circulations - 82

LIBROS EN ESPANOL

Spanish--Biography

Sp
B
Roosevelt
Ballestor Escalas, R.
Roosevelt.
1 c

Sp
B
Lincoln
Charnwood, G. R. B.
Abraham Lincoln.
5 c

Sp
B
Frank
Frank, A.
Diario de Ana Frank.
5 c

Sp
B
Kennedy
Gariano, C.
Saga de Kennedy.
2 c

Jimenez, L. M. and J. V. Herrera
Bob Kennedy y los asesinos sin cara.
2 c

Sp
B
La Couture, Jean
Ho Chi Minh.

Sp
B
Bolivar
Potit, D. P.
Bolivar.
4 c

Sp
B
Villa
Torres, E. L.
Como murio Pancho Villa
8 c

Zapata, F. and Moises Alfonzo
Vida y Muerte de Kennedy.
5 c

Sp
B
Johnson
Zeiger, H. A.
Lyndon B. Johnson.
1 c

Zwoig, Stefan
Americo Vespucio.

Spanish--Classified

Sp
972 Aguirre Benavides, Luis y Adrian
Las grandes batallas de la division del notre al mando del general Francisco Villa.

Sp
621. Aisberg, E. and J. Doury
388 La television en color? Es casi facil!
1c

Sp
684 Algara, L.
Carpinteria sencilla.

Sp
861 Antologia de poesias a la patria.
1c

Sp
398 Arabian nights
Las mil y una noches.*
5c

Sp
920. Arciniegas, G.
08 America magica.

Sp
629. Arias-Paz
2 Motocicletas.

Sp
863 Arjona, D. K.
Cuentos contemporaneos.
1c

Sp
629. Baez, O. A.
28 Volkswagen: reparacion y mantenimiento.
1c

Sp
861 Barnet, Miguel
La sagrada familia.

Sp
861 Bartra, A.
Antologia de la poesia mistica.
4c

Sp
9550 Beiser, A.
La Tierra.
4c

Sp
862 Benavente y Martinez, J.
La comida de las fieras. Al natural. 3d ed.
1c

Sp
325. Berque, J.
3 La descolonizaction del mundo.



7

Sp
649.
1 Better Homes & Gardens
Su nino. 7th rev. ed.
5c

Sp
523.
3 Bindor, Otto
La luna.

Blau, Bernard
Ingles Para Todos.*
2c

Sp
574.
95 Bourliere, F.
La tierra y la fauna de Eurasia.
2c

Sp
863 Bravo Adams, C.
Cita con la muerte.*
2c

Sp
392 Brown, Helen G.
El sexo y la joven en norteamerica.

Sp
301.
412 ———
El sexo y la oficina.

Sp
861 Buesa, J. A.
Oasis.
2c

Sp
937 Burian, J. and J. Janda
Los romanos y su imperio.

Sp
813 Cain, J. M.
El suplicio de una madre.
5c

Sp
610.
73 Calera, Ana C.
Atlas de la enfermera.

Sp
861 Campoamor y R. Campoosorio
Poesias. Tomo 1.
1c

Sp
364.
1523 Capote, Truman
A sangre fria.
5c

Sp
463 Cardenas, E.
Asi se escribe!/Write it right!

Sp
321.
6 Carr, E. H.
Estudios sobre la revolucion.

Sp
796.
33
Carrasco, J. M.
Futbol.

Sp
340
Castano, L.
Usted y sus derechos (la ley mexicana).

Sp
335.
4
Castellet, J. M.
Lectura do Marcuso.

Sp
641.
5
Castillo, M.
Un menu para cada dia del mos.
2c

Sp
813
Chandler, R.
La dama del lago.
1c

Sp
861
Cien poesias escogidas.
1c

Sp
428.
24
Clarey, E. and R. Dixson
Curso practico de pronunciaction dol ingles.*
3c

Sp
629.
4
Clarke, A.
El hombre y el espacio.
1c

Sp
861.
08
Cohen, J. M.
The Penguin book of Spanish verse. Rev. ed.

428.
246
Cohen, L. J.
Digalo en ingles para los de habla espanola.
Say it in English for Spanish-speaking people.*
2c - 2 copies

Sp
301.
24
Cohen-Seat, G. and P. Fougeyrolas
La influencia del cine y la television.

Sp
912.
72
Compania Hulera Euzkadi, S. A.
Caminos de Mexico.

Sp
912
Consejo Tecnico Pedagogico
El mundo en la mano.*
3c

Sp
398.
2
Cuentos del Caucaso
1c

Sp
641.
5 de Ferrer, G. Bernard
125 consejos para principantes e inexpertas.
1c

Sp
575 Darwin, Charles
El origen de las especias.

Sp
320 Daughters of the American Revolution
Manual para ciudadania. Rev. ed.*
12c - 4 copies

Sp
641 Del Valle, M.
Concina vegetariana.

Sp
613.
2 Demole, M.
Como interpretar . . . una prescripcion dietetica.*
1c

Sp
611 Dihigo, M. E.
Biologia humana.
1c

Sp
428.
24 Dixson, R. J.
El ingles en accion.*
2c

Sp
823 Doyle, A. C.
El mundo perdido.

Sp
951 Dubarbier, G.
La China del Siglo XX

Sp
301.
45 Dunn, L. and T. Dobzhansky
Herencia, raza y sociedad.

Sp
392 Ellis, A.
Sexo sin culpa.
3c

Sp
643 El mentor del hogar: 99 consejos practicos.

Sp
612.
6 El ritmo de la esterilidad y de la fecundidad en la mujer.
2c

Sp
808.
87 Enciclopedia universal de la risa.*
5c

Sp
551.
46 Engel, L.
El mar.
4c

Sp
335.
4
Engels, F.
Para leer "el capital."

Sp
891.
7¢
Evtuchenko, Evgueni
Entre la ciudad si y la cuidad no.

Sp
965.
04
Fanon, F.
Los condenados de la tierra. 2 ed. en espanol.
1c

Sp
813
Faulkner, William
El sonido y la furia.

Sp
500.
9
Felix, J.
Aventura en el zoologico.
4c

Sp
q918.
2
Ferguson, J. H.
Las republicas del Rio de la Plata.
1c

Sp
282
Fernandez Urcelay, R.
Las obras de Misericordia espirituales . . . contadas a los ninos.

Sp
915.
1
Fessler, L.
China.

Sp
150
Freud, Sigmund
El chiste y su relacion con lo inconsciente.

Sp
121
Frondizi, R.
Que son las valores?

Sp
868.
993
Fuentes, Carlos
La muerte de Artemio Cruz.
3c

Sp
868.
993
Gallegos, R.
Sobre la misma tierra.
1c

Sp
860
Galiano, Alcala
Literatura espanola siglo.

Sp
641.
5
Gandia de Fernandez, C.
Cocina mexicana.

Sp
621.
3841
Gellert, C.
Aprenda radio en 15 dias.

Sp
745.
6
Georgo, R. F.
Speedball manual de hacer letras a pluma y pincel.

Sp
428.
24
Ghio, D. A.
Ingles basico.*
2c - 2 copies

Sp
Goethe
Goetho, Wolfgang von
Fausto.

Sp
149
Gramsci, A.
La formacion de los intelectvales.

Sp
398.
21
Grimm, J.
Cuentos de Grimm.
7c

Sp
180
Guthrie, W. K. C.
Los filosfos griegos.

Sp
428
Hayakawa, S. I.
El lenguaje en el pensamiento y en la accion.*
1c

Sp
Havemann, E.
Control de la natalidad.
2c

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Quarterback's aim.*
1c

Masin, H.
How to star in baseball.* 7c - 3 copies
How to star in basketball.* 2c
———
How to star in football.*
2c - 2 copies

———
For laughing out loud.
3c

Pepe, P.
No-hitter.*
1c

Simon, T.
Arrow book of sports stories.

Stanford, D.
The red car.

Tunis, J.
Go, team, go!*
1c

## Picture Books

J
PB Adams, G. A.
First things.*
5c

J
PB Aesop
The hare and the tortoise.
21c

J
PB _____
The miller, his son, and their donkey.
12c

J
PB Alexander, A.
ABC of cars and trucks.*
15c

J
PB Alexander, M. G.
Bobo's dream.
2c

J
PB Balet, J.
The fence.*
4c

J
PB Baum, A.
One bright Monday morning.
13c

J
PB Beim, L.
Two is a team.
5c

J
PB Benchley, N.
The flying lesson of Gerald Pelican.

J
PB Binzen, B.
Punch and Jonathan.*
3c

J
PB Bolliger, M.
The fireflies.*
5c

J
PB Bond, J. C.
Brown is a beautiful color.
5c

J
PB Bourne, M. A.
Emilio's summer day.*
7c

J
PB Branley, F. M.
Mickey's magnet.*
6c

J PB Bright, R.
Georgie and the robbers.*
9c - 2 copies

J PB Brown, M. W.
The color kittens.*
8c

J PB _____
The country noisy book.
12c

J PB _____
Goodnight, Moon.*
19c

J PB _____
How, Hippo! 2c
Once a mouse. 1c

J PB _____
The quiet noisy book.
6c

J PB _____
The sleepy little lion.
25c

J PB _____
The summer noisy book.*
8c

J PB Brunhoff, L.
Babar comes to America.*
5c

J PB Bryant, D.
ABC book.*
12c - 3 copies

J PB Burningham, J.
John Burningham's ABC.*
13c

J PB Burton, V. L.
Mike Mulligan and his steam shovel.*
7c

J PB Camille, J.
Carlos and the brave owl.*
1c

J PB Clark, A. N.
Tia Maria's garden.
8c

J PB Cohen, M.
Will I have a Friend?
7c

J PB Crews, D.
Ten black dots.
5c

J Crumsy, M, W.
Listen!*
1c

J PB D'Aulaire, I.
Foxie, the singing dog.*
6c

J PB Dines, G.
The useful dragon of Sam Ling Toy.
10c

J PB Domanska, J.
The turnip.
1c

J PB DuBois, W. P.
The three little pigs, in verse.*
14c

J PB Duvoisin, R.
The Christmas whale.*
6c

J PB _____
Donkey, donkey.
11c

J PB _____
Petunia.
31c

J PB _____
Two lonely ducks.*
2c

J PB Elkin, B.
Why the sun was late.*
3c

J PB Emberley, B.
Drummer Hoff.*
13c

J PB _____
One wide river to cross.
5c

J PB Ets, M.
Talking without words.
3c

J PB Everds, Martha
Love is.
2c

J PB Falls, C. B.
ABC book.*
1c

J PB Fentan, E.
The big yellow balloon.
24c - 2 copies

J PB Freeman, D.
Corduroy.*
33c - 3 copies

J PB Gag, W.
Nothing at all.*
11c

J PB _____
Snippy and Snappy.*
2c

J Galdone, P.
PB The monkey and the crocodile.
2c

J Garelick, M.
PB Look at the moon.
5c

J Grabianski, J.
PB Androcles and the lion.
1c

J Green, M. M.
PB Everybody has a house. Rev. ed.*
13c

J Greenberg, P.
PB Oh Lord, I wish I was a buzzard.*
4c

J Grifalconi, A.
PB City rhythms.*
15c - 2 copies

J Grossbart, F. B.
PB A big city.*
14c

J Hart, J.
PB Let's think about time.*
11c

J Hazen, B. S.
PB Where do bears sleep?
4c hard words

J Hoban, R.
PB Charlie the tramp.*
11c

J Hoff, S.
PB Roberto and the bull.*
2c

J Horvath, B. F.
PB Hooray for Jasper.*
5c

J Howell, R.
PB Everything changes.
8c - 2 copies

J Hutchins, P.
PB Rosie's walk.
10c

J Jaynes, R. M.
PB Friends! friends! friends!
8c

J _____
PB What is a birthday child?
10c - 2 copies

J Johnson, C.
PB Harold and the pupple crayon.*
38c - 3 copies

J _____
Harold's ABC.*
4c

J PB Jones, M. A.
Prayers and graces for a small child.*
9c

J PB Jucker, S.
Squaps, the moonling.*
2c

J PB Kane, H.
Animal ABC book.*
7c

J PB Kantar, M.
Angleworms on toast.
7c

J PB Keats, E. J.
A letter to Amy.
17c - 3 copies

J PB _____
Peter's chair.
30c

J PB _____
The snowy day.*
25c

J PB Keith, E.
Rrra-ah.
1c

J PB Kepes, Juliet
The seed that Peacock planted.*
4c

J PB Kessler, E.
Are you square?
6c

J PB Kirn, Ann
In a garden.
5c

J PB Kohl, V.
Maxie.
1c

J PB Kohn, B.
Everything has a shape.*
15c

J PB Krahn, F.
A flying saucer full of spaghetti.
1c

J PB Krauss, R.
I write it. 3c
The carrot seed.* 5c

J PB Lamorisse, A.
The red balloon.*
10c

J PB Leaf, M.
Story of Ferdinand.*
9c

J PB Lemke, H.
One times one.*
4c

J PB — Lenski, L.
Animals for me.* 7c

J PB — _____
Big little Davy.* 5c

J PB — Lexau, J. M.
Every day a dragon.* 8c

J PB — Lindman, M.
Flicka, Ricka, Dicka and a little dog.* 9c

J PB — _____
Snipp, Snapp, Snurr and the big farm.* 20c

J PB — _____
Snipp, Snapp, Snurr and the buttered bread.* 8c

J PB — Lionni, L.
The biggest house in the world.* 6c
Frederick. 2c
Inch by inch. 11c

J PB — Lipkind, W.
Four-leaf clover.* 13c - 2 copies

J PB — London Bridge is falling down.* 3c

J PB — Mahy, M.
The dragon of an ordinary family.* 3c

J PB — _____
A lion in the meadow. 2c

J PB — Marino, D. B.
Where are the mothers?* 20c - 2 copies

J PB — Martin, J.
Fast and slow.* 25c - 2 copies

J PB — _____
Fur and feathers. 17c - 2 copies

J PB — _____
Red and blue.* 16c - 2 copies

J PB — Martin, P.
The little brown hen. 8c

J PB — Mayakovsky, V.
Timothy's horse.* 4c

J Mayer, M.
PB There's a nightmare in my closet.
10c

J McGinley, P.
PB All around the town.*
6c

J McGovern, A.
PB Black is beautiful.
14c - 2 copies

J McLeod, E. W.
PB One sail and me.*
12c

J Miles, B.
PB A house for everyone.*
7c

J Miller, A.
PB The hungry goat.
3c

J Moore, L.
PB Just right.*
6c

J Morrison, S.
PB Is that a happy hippotamus?
14c

J Mother Goose
PB Nursery rhymes.*
14c

J _____
PB The real Mother Goose.*
5c

J _____
PB The tall book of Mother Goose.*
9c

J Munari, B.
PB ABC.*
8c

J _____
PB Bruno Munari's zoo.*
6c

J Newberry, C. T.
PB T-bone and the babysitter.*
2c

J Nodset, J. L.
PB Who took the farmer's hat?
23c

J Ormsby, V. H.
PB Twenty-one children.
20c

J Osswald, E.
PB Numbers.*
9c - 2 copies

J PB Papas, W.
No mules.
6c

J PB Parkin, R.
The red carpet.*
10c

J PB Piper, W.
The little engine that could.*
17c - 3 copies

J PB Politi, L.
Rosa.
10c

J PB Pomerantz, C.
The moon pony.*
14c - 2 copies

J PB Potter, B.
The tale of Peter Rabbit.*
14c - 2 copies

J PB Radlauer, R.
Father is big.*
12c - 2 copies

J PB Randall, B.
Fun for Chris.
18c - 2 copies

J PB Reed, M. M.
My first golden dictionary.*
15c - 3 copies

J PB Rey, H. A.
Curious George.*
7c - 2 copies

J PB _____
Curious George gets a medal.
8c

J PB _____
Curious George goes to the hospital.*
6c

J PB Rojankovsky, F.
Animals in the zoo.*
6c

J PB Rounds, G.
The boll weevil.
13c - 2 copies

J PB Rudolph, M.
How a shirt grew in the field.
12c

J PB Sanders, A.
The library mice.
8c - 2 copies

J PB Sasek, M.
This is San Francisco.*
19c

J PB Sauer, J. L.
Mike's house.
15c

J PB Scarry, R.
What do people do all day?*
1c

J PB Schlein, M.
Shapes.
6c

J PB Schroeder, B.
Lupinchen.*
2c

J PB Schulz, Charles
A boy named Charlie Brown.*
2c

J PB _____
Snoopy and the Red Baron.*
6c

J PB Scott, A.
Big cowboy western.
10c - 2 copies

J PB _____
Sam.*
31c - 3 copies

J PB Sendak, M.
Where the wild things are.*
17c

J PB Seronde, Adele
Ask a daffodil.
6c - 2 copies

J PB The Sesame Street book of letters.*
3c - 2 copies

J PB The Seaame Street book of numbers.*
7c - 3 copies

J PB The Sesame Street book of puzzlers.*
4c - 2 copies

J PB The Sesame Street book of shapes.
3c - 2 copies

J PB Seuss, Dr.
The 500 hats of Bartholomew Cubbins.*
13c

J PB _____
Yertle the turtle.*
8c

J PB Sharmat, M.
Rex.* 3c

J PB Shaw, C. G.
It looked like spilt milk.*
14c

J PB Skaar, G.
What do they say?
10c

J PB _____
The very little dog.*
3c

J PB Skorpen, L. M.
We were tired of living in a house.*
5c

J PB Slobodkina, E.
Caps for sale.*
2c

J PB Smith, D. H.
The tall book of Christmas.*
8c

J PB Steiner, C.
My slippers are red.*
14c

J PB Sutherland, E.
Playtime in Africa.*
13c - 2 copies

J PB Tensen, R. M.
Come to the farm.*
19c

J PB _____
Come to the zoo.
11c

J PB Titus, E.
Anatole.*
6c

J PB _____
Anatole and the cat.*
2c

J PB _____
Anatole and the piano.*
6c

J PB The twelve days of Christmas.*
1c

J PB Udry, J. M.
A tree is nice.*
17c

J PB Ungerer, T.
Snail, where are you?
2c

J PB Viorst, J.
I'll fix Anthony.
2c

J PB Vogel, I.
Hello Henry.
12c - 2 copies

J PB Waber, B.
Cheese.*
35c - 3 copies

J PB Walliser, B. A.
The what's that? book.*
3c

J PB _____
The when's that? book.*
5c

J PB _____
The where's that? book.*
13c

J PB _____
The who's that? book.*
9c

J PB _____
The why's that? book.*
4c

J PB Welcher, R.
The runaway angel.
5c

J PB Wells, R.
Martha's birthday.*
1c

J PB Wildsmith, B.
ABC.*
6c - 2 copies

J PB _____
Brian Wildsmith's 1, 2, 3's.
19c

J PB Williams, G.
Baby farm animals.*
1c

J PB _____
The big golden animal ABC.*
29c - 4 copies

J PB Yashima, T.
Seashore story.
12c

J PB Ziner, F.
Counting carnival.*
15c - 2 copies

J PB Zion, G.
Harry the dirty dog.*
12c

VERTICAL FILE

Headings under which materials were collected

Abortion
A/C Transit--Schedules
Adult Reading Aids
Africa
Afro-American Reading List
  See Reading List--Afro-American
Air Force
  See Military Careers
Alcoholism
Anthropology
Apprenticeship & Training in California
Art--Negro
Astrology
Attorneys
  See Legal Assistance
Authors

Biography--Negro
Biography--White
Black Appointees
  See California State Black Appointees
Black Panthers
  Cleaver, Eldridge
  Newton, Huey
  Seale, Bobby
Black Power
Books--Reviews
Budgets--Family
Business--Black
Business--Small

California
California State Black Appointees
Carmichael, Stokeley
  See Black Power
      Biography--Black
Cars
Childcare
Childcare--Health
Childcare--Infants
Childcare--Prenatal
Cigarets
  See Smoking
Cities

Civil Rights--Schools
Cleaver, Eldridge
  See Black Panthers
      Black Power
      Biography--Negro
Colleges and Universities
  See also College Catalog Section
Communication
  See Media
Community Service
Consumer Information
Cuidado de Ninos

Diseases
Draft
Drama
Driver's License
Drugs

Earthquakes
Ecology
Education
Employment--Fair Practices
Employment--Job Description
Employment--Miscellaneous
Employment--Negro
Entertainers
Epilepsy
  See Diseases

Foods

Gardening
Ghetto Schools
  See Schools
Greyhound Bus--Schedules
Guevara, Che
  See Latin America

Hair
Health
History--Black
Homosexuality
Housing
Hunger
  See Nutrition
      Budgets--Family

Indians
Integration--Schools

Journalism
Juvenile Hall

King, Martin Luther, Jr.

Latin America
Lawyers
  See Legal Assistance
Legal Aid
  See Legal Assistance
Legal Assistance
Library
Licencia para Manejar
  See Driver's License
Little, Malcolm
  See Malcolm X
Lottery, Draft
  See Draft

Malcolm X
Management
Maps--Africa
Maps--California & Richmond
Maps--Countries of the World
Maps--Richmond Area
Marriage
Media
Medicine--Women
Mental Health--Minorities
Miscellaneous
  Includes: BART
            Volcanoes
            Camping
            Motorcycles
Mexican-Americans
Military Careers
Moon
  See Space
Music

Negro Culture (Sociology)
  re: disturbances, riots
Negro--Family
Negro Leadership
Negro Literature
Negro National Anthem
  See Negro Culture

Negroes
Negroes and other Minorities and Peoples
Negroes--Churches
Negroes--Pictures
  See Art Print rack
  See also Entertainers
           Sports
Negroes--Politics
  See also Black Power
Newton, Huey
  See Black Panthers
      Black Power
      Biography--Black
Nutrition

Occupations
  See also Employment--Job descriptions

Parks--California State
Poetry
Police--Law Enforcement
Politics
Population
  See Ecology
Poverty
Pregnancy
  See Childcare--Prenatal
      Abortion
Psychology

Racism
  See also Black Power
           Negroes--Politics
           Poverty
Reading List--Afro-American
Richmond, City of--Miscellaneous
Richmond--Housing
Richmond Independent
Richmond--Pension Fund
Richmond--Redevelopment
Richmond Schools
Richmond Youths
Riot Preparation

Schools
Seale, Bobby
  See Black Panthers
      Black Power
      Biography--Negro
Segregation
  See History--Negro

Selective Service
  See Draft
Sex Education
  See also Diseases
Smoking
Social Security
Southeast Asia--Vietnam, Laos, Cambodia
Space--Moon, Satellites

Television, or T.V.
  See Media
Travel

Venereal Disease
  See Diseases
      Sex Education

Wilkins, Roy
  See Biography--Black
      Negro Leadership
      Negroes--Politics
Women--General
Women--Afro
Women's Liberation

NOTE: Back issues of periodicals (see PERIODICALS) were the sources most frequently searched; lack of space kept the file fairly up-to-date in that back issues had to be removed from the shelves in order to accommodate current copies.

## PERIODICALS

### Magazines

Afro-American

Bayviewer
Beauty Trade
Bibliographic Survey of the Negro in Print
The Black Scholar
Black World (formerly Negro Digest)
Ebony
Freedomways
Jet
Journal of Negro History
Liberator
Negro History Bulletin
Sepia
Soul
Urban West

Mexican-American

El Grito
El Malcriado

Spanish

Box y Lucha
Claudia
Confidencias
Life en espanol
Mecanica Popular
Selecciones (Reader's Digest)
Sucesos Para Todos
Vanidades

General

American Civil Liberties
American Opinion
American Pigeon Journal
American Rifleman
American Trade

Better Homes and Gardens
Car and Driver
Cycle
Consumer Bulletin
Consumer Reports
Current
Down Beat
Flatlands
Forbes
Gáámour
Good Housekeeping
Hair-do
Holiday
Hot Rod
Ladies Home Journal
Liberation
Life
Look
Mademoiselle
Mechanics Illustrated
Minibike
Model Airplane News
Motor Trend
Nation
National Geographic
Neighborhood Courier
New Generation
New Lady
New York Review of Books
Newsweek
Parents
Popular Mechanics
Popular Science
Ramparts
Reader's Digest
Real West
Road and Track
Saturday Evening Post
Saturday Review
Science Digest
Sing Out
Soviet Life
Sports Illustrated
Stereo Review
Sunset
Time
Today's Health
Trans-action
True
U.S. News and World Report
Vogue Pattern Book International
Welfare Review

Newspapers

Afro-American

The Black Panther
Muhammed Speaks
Sun Reporter

Mexican-American and Spanish

The Enterado

General

San Francisco Chronicle
Freedom News
Richmond Independent
National Observer
News for You
Oakland Post

Popular Artists

Cannonball Adderley
Mose Allison
Herb Alpert and the Tijuana Brass
Anthony and the Imperials
Louis Armstrong
Bar-Kays
Count Basie
Harry Belafonte
Chuck Berry
Big Black
Art Blakey
James Brown
Oscar Brown
Charlie Byrd
Godfrey Cambridge
The Chambers Brothers
Ray Charles
El Chicano
Nat Cole
Ornette Coleman
John Coltrane
Bill Cosby
Miles Davis
Sammy Davis
The Dells
Fats Domino
Duke Ellington
Jose Feliciano
The Fifth Dimension
Ella Fitzgerald
Joe Flores
The Four Tops
Red Foxx
Aretha Franklin
Erroll Garner
Lucho Gatica
Marvin Gaye
Dick Gregory
Vince Guaraldi
Lionel Hampton
W. C. Handy
Eddie Harris
Coleman Hawkins

Isaac Hayes
Jimi Hendrix
Al Hirt
Hodges and Hines
Billie Holiday
John Lee Hooker
The Impressions
The Isley Brothers
The Jackson Five
Mahalia Jackson
Milt Jackson
Jose Jiminez
Lonnie Johnson
Jonah Jones
Quincy Jones
B. B. King
Eartha Kitt
Gladys Knight and the Pips
Gene Krupa
Yusef Lateef
Mike Laure
Ramsey Lewis
Gloria Lynne
Moms Mabley
Miriam Makeba
Manitas de Plata
Herbie Mann
Martha and the Vandellas
Jose Martin
Hugh Masekela
Curtis Mayfield
Carmen McRae
Sergio Mendez
Charlie Mingus
Modern Jazz Quartet
Thelonius Monk
Hugo Montenegro
Wes Montgomery
Marco Munoz
Odetta
Orizaba and his Orchestra
Freda Payne
Oscar Peterson
Perez Prado
Lou Rawls
Otis Redding
Max Roach
Smokey Robinson and the Miracles
Diana Ross
Sam and Dave
Santana

Bola Sete
Flor Silvestre
Sly and the Family Stone
Jimmy Smith
Javier Solis
Yma Sumac
The Supremes
The Temptations
Cal Tjader
Sarah Vaughn
Clara Ward
Dionne Warwick
Dinah Washington
Mayy Wells
Flip Wilson
Nancy Wilson
Stevie Wonder
Xochimilco
R. Yanes
Lester Young

Special

Actual business letters, dictated at various speeds, 20-70 wpm.
African music
Afro-American Heritage, Vols.I and II
African folk tales
Afro-Hispanic music from Colombia dnd Ecuador
All about wheels and wings
An anthology of Negro poetry for young people
Andersen, H. C.
Emperor's new clothes
The tinder box
Anderson, Marian
Snoopy cat
An evening with Boris Karloff and his friends
Anthology of Negro poets in the U.S.A.
Aprenda ingles a vuelta de disco
Ashanti
Folktales from Ghana
Authentic sound effects, Vols. 1-3
Baldwin, James
Blackman in America
Reading from Giovanni's room and Another country
The struggle
Belpre, Pura
Perez y Martina
Berlitz
Ingles basico
Black and beautiful, soul and madness

The black pacesetters
Bontemps, Arna
   Anthology of Negro poets
Brock, Peter
   The confession of Nat Turner
Brunhoff, J.
   Babar songs and stories
The buffalo soldiers
Burgess, Thorton W.
   Mother West Wind's Thornton W. Burgess reads to you
Children's songs
Ciardi, John
   I met a man
Cleaver, Eldridge
   Dig
Conversa-phone
   Ensenara a usted ingles
Curso avanzado de ingles--conversacion
Davis, Gary
   Folk blues
   Say no to the Devil
Dee, Ruby
   The poetry of Langston Hughes
Deep river
Dictation Disc Company, New York
   Shorthand dictation for speed building
Disney, Walt
   Babes in toyland
   Goldilocks and the three bears
Documentary sounds, Vol. I
Douglass, Frederick
   The autobiography of Frederick Douglass
Duberman, Martin B.
   In white America
Dukes, J.
   Soulful drums
Elam and Franklin
   Historical interpretation of Negro spirituals
Ethiopie
   Polyphonies et techniques
Folk music of Ghana
Freedom sounds
   People get ready
Gregg Secretarial Training Records
   Getting along with your boss
   Lohking for your first job
   Personal hygiene
Grimm, J. L. K.
   Brave little tailor
Guthrie, Woody
   Songs to grow on

Hansel and Gretel
Head Start
Hiawatha
History of rhythm and blues, Vols. 1-5
How much is that doggie in the window?
Hughes, Langston
    The best of simple
    The Dixie Belle, colored, white
    The glory of Negro history
    Jerico--Jim Crow
    Tambourines to glory
    The weary blues
I went to the animal fair
Irving, Washington
    Rip Van Winkle
Jenkins, Ella
    Adventures in rhythm
    Call-and-response, rythmic group singing
    Counting games and rhythms for the little ones
    Rhythms of childhood
    This is rhythm
Johnson, James Weldon
    God's trombones
Journey to the center of the earth
The jungle book
Kelley, William M.
    William Melvin Kelley reads his own work
Kennedy, John F.
    The Presidential years
King, Martin Luther
    Free at last
    The great march on Washington
    The great march to freedom
    I have a dream
    In search of freedom
    In the struggle for freedom and dignity
Kipling, Rudyard
    Rudyard Kipling's just so stories
Kitt, Eartha
    Black pioneers in American history
    Folktales of the tribes of Africa
Lamorisse, A.
    The red balloon
Lande, K.
    ABC--123, counting rhymes, alphabet songs, riddles and
        tongue twisters
The last poets
Legal dictation, dictation at 60, 80, 100, 120 wpm.
Little, Malcolm.
    A message to the grass roots
    Ballots or bullets
    The last message

Little, Malcolm
   Malcolm X, his wit and wisdom
   Malcolm X speaking
   Malcolm X talks to young people
Luther, F.
   Children's corner
Mama Goose and Papa Gander
Milne, A. A.
   Winnie the Pooh and Christopher Robin
Missa Luba, a mass sung in pure Congolese style and native songs
Mother Goose
   Meet merry Mother Goose
La musique des Griots
Musique Kongo
Musique Malgache
The Negro woman
Nomades du Niger
Olatunji, Babatunde
   Olatunji! Drums of passion
   Zungo! Afro-percussion
Parks, Gordon
   The learning tree
Paul Robeson at Carnegie Hall
Perrault, C.
   Puss in boots
Peter Pan
Plato
   Journeys inside the mind, the dialogues of Plato
   Poitier meets Plato
Poe, Edgar Allan
   The raven
   Tales of terror
Poitier, Sidney
   Reads poetry of the black man
Poole, Elijah
   Muhammed speaks
Practical vocabulary improvement
Price, Leontyne
   My favorite hymns
Richmond, California
   What shall they read?
Robins, Lewis
   The living method typing course
Sanctified Singers
   Negro religious singers
Seeger, Pete
   Abiyoyo and other story songs for children
   American favorite ballads
   At the Village Gate, Vol. 2
   Love songs for friends and foes

Seeger, Pete
Children's concert at Town Hall
Song and play time
Three saints, four sinners and six other people
Sesame Street
Seuss, Dr.
The cat in the hat songbook
Dr. Seuss presents Fox in socks and Green eggs and ham
Dr. Seuss presents Yertle the turtle and other stories
The silver skates
Sing along with Humpty Dumpty
The sit-in story
Sleeping Beauty
Sleepy time songs and wide awake songs
Snow White and the seven dwarfs
Songs of new nations: Ghana, Israel, Nigeria, Congo, Kenya
Songs of the Guiana jungle
Songs of the Selma-Montgomery march
Songs to grow on; vol. 2, school days
Sonor, Senghor A. S. Y.
African tribal music and dances
The sound of children
Spotlight on Africa
Steno-booster, dictation at 200, 210, 230, 250 wpm.
Stevenson, Robert L.
A child's garden of verses
Stories and songs about food
The story of the music box
Swahili (East Africa)
Tagalog
Tale Spinners for children
Daniel Boone
Teague, Bob
Letter to a black boy
This is Biafra
Tol' my captain, chain gang and work songs
Tresselt, A.
Noah's Ark and other wondrous Bible stories
Up from slavery, the autobiography of Booker T. Washington
Warden, Donald
Burn, baby, burn
We shall overcome
White, E. B.
Julie Harris reads Stuart Little
Wonderful world of animal songs
Wyss, J. D.
Swiss Family Robinson

Classical composers included:

Beethoven, Berio, Bizet, Chopin, Copland, Gershwin, Handel, Haydn, Monteverdi, Mozart, Prokofiev, Saint-Saens, Schutz, Tchaikovski, Verdi, Weill, et al.

Spanish literature and poetry included:

Becquer, Garcia Lorca, Cervantes, et al.